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Abstract

The purposes of the present research were 1) to develop the methods and process of participatory integrated instruction, 2) to develop teaching profession through participatory integrated instruction and 3) to study the secondary school context that promotes participatory integrated instruction. The research activities were made at three different stages. The first stage was a development of a model for the professional development of teachers through participatory integrated instruction. At the second stage a feasibility study was made for the application of the professional development model as had been developed. The third stage involved the application of the model to the actual practice in a secondary school setting.

There were two target groups in the study. The first group consisted of 5 instructors who taught mathayomsuksa 1 Thai language, social studies, mathematics, science and English language, and 103 mathayomsuksa 1 students in a medium-sized secondary school under the Department of General Education, Ministry of Education during the second semester of the 2000 academic year. This first target group was used for the feasibility study for the application of the profession development model. The second target group consisted of 2 social studies teachers and one instructor each in Thai language, mathematics, science and English language in mathayomsuksa 1, and 262 mathayomsuksa 1 students in another medium-sized secondary school under the Department of General Education, Ministry of Education during the first semester of the 2001 academic year. This second target group was used for the application of the professional development of teachers through participatory integrated instruction model to actual practice.

The research began with the development of a model for professional development of teachers through participatory integrated instruction. There were 3 steps involved in the study. At the first step a 3-day training workshop was organized for the teachers to learn how to integrate curriculum and the organization of teaching/learning activities suitable for secondary schools. The second step was for the teachers to apply the methods and steps for the organization of integrated teaching/learning activities to normal working situation. This step was carried out in the manner of an action research which lasted 16 weeks (4 action spirals). At the third step the curriculum and instruction experts provided continuous supervision and suggestions for the development of teaching/learning activities. After that a concluding evaluation of the teaching professional development was made in which the teachers' changed behavior as regards their determination to help develop the learners and their cooperation with other people in

their own school were taken into consideration. The evaluation was based on the data gathered from observation, interviews, the teachers' self-evaluation and the outcome of work performance, and evaluation of the students' learning results and an achievement in individual subject, and a measurement of the students' level of potentiality as regarding basic skill needed for further learning, basic skill for working and the characteristics necessary for living with other people in a society.

Results of the study:

1) The methods and process for organizing participatory integrated instruction consisted of asking the teachers who taught in the same level, disregarding the subjects they taught, to work together to draw up the units of content before dispersing them to prepare lesson plans that fit in with the unit contents. When that was done the teachers presented their lesson plans at a meeting among themselves for the purpose of adjusting the lesson plans to make them become more complete. After that the adjusted lesson plans were used in actual instruction. The teachers were scheduled to meet once a week in order to solve any problems that may arise and to prepare their next lesson plans.

2) The development of teaching profession through participatory integrated instruction approach had raised the participating teachers' determination to help develop the learners and their cooperation with other people in the school to a higher level, and the students who learned through integrated instruction showed significantly higher levels of learning achievement as well as their potentialities at the .01 level of significance.

3) The secondary school context that promotes participatory integrated instruction includes the limitation of student number to between 28 to 32 students per class, unsorted class members, the organization of flexible classroom timetable to allow longer periods in an interval, teachers teaching only one level and having the same free hours in order to be able to arrange a work performance reflection meeting among themselves for once a week, and the school giving greater weight to academic affairs in which the teachers are allowed to participate and to have freedom of making their own decision.